

## Work sample: Factual description – Helicopters

### Relevant part of the achievement standard

By the end of Year 1 students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions including asking questions and making comments, adjusting speech to suit their audience and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics.

### Summary of task

After learning about different types of transport students were asked to write a factual description of one type of transport. In preparation for writing students engaged in the following activities:

- discussion of the type of text including examining a model text
- discussion of some of the language features to include in an informative text
- preparation of a diagram of their choice of transport labelled with appropriate vocabulary (eg fuselage, helicopter, cockpit)

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

## Work sample: Factual description – Helicopters

Name \_\_\_\_\_ Date 1/7/10

Factual description

All about Helicopters

Helicopters fly people from one place to another

Helicopters ~~have~~ <sup>have</sup> a very big fuselage.

The fuselage has water inside it.

\*  
The landing skids are for landing

The cockpit is at the front.

The lever makes the helicopter go backwards, forwards, left and right. The rotor blades go round and round.

### Annotations

Produces a series of accurate simple sentences that present content information.

Uses familiar and learned vocabulary, for example 'people', 'place', 'fuselage' and 'cockpit'.

Uses pronouns accurately, eg 'it'.

Spells common words correctly, for example has, water, one, fly and uses spelling strategies to attempt some more difficult words, for example people (people).

Uses mostly correct capital letters and fullstops.

### Annotation summary

This work sample demonstrates knowledge of the purpose and structure of a short informative text on helicopters. The text presents accurate information in a series of logically ordered simple sentences which provide coherence and sequence. The text incorporates learned information which is linked throughout the text using appropriate new vocabulary. Correct spelling of content specific vocabulary, achieved through teacher scaffolding, adds to the authority of the text.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.